

# Lesson Planning Practice

ITTECF ref – Standard 4 – Plan and teach well structured lessons



# Session aims

- Use learning from last week's 'Introduction to Lesson Planning' to plan an exemplar KS3 lesson.
- Understand how retrieval practice and worked examples support students to gain new knowledge and skills.

Initial Teacher Training and Early Career Framework



# THINK-PAIR-SHARE (retrieval)

- How many of the ten metacognitive strategies can you name from the last lesson planning session?



# Exemplar metacognitive strategies

Technique	Description
1. Elaborative interrogation	Generating an explanation for why an explicitly stated fact or concept is true
2. Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving
3. Summarization	Writing summaries (of various lengths) of to-be-learned texts
4. Highlighting/underlining	Marking potentially important portions of to-be-learned materials while reading
5. Keyword mnemonic	Using keywords and mental imagery to associate verbal materials
6. Imagery for text	Attempting to form mental images of text materials while reading or listening
7. Rereading	Restudying text material again after an initial reading
8. Practice testing	Self-testing or taking practice tests over to-be-learned material
9. Distributed practice	Implementing a schedule of practice that spreads out study activities over time
10. Interleaved practice	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session

Note. See text for a detailed description of each learning technique and relevant examples of their use.

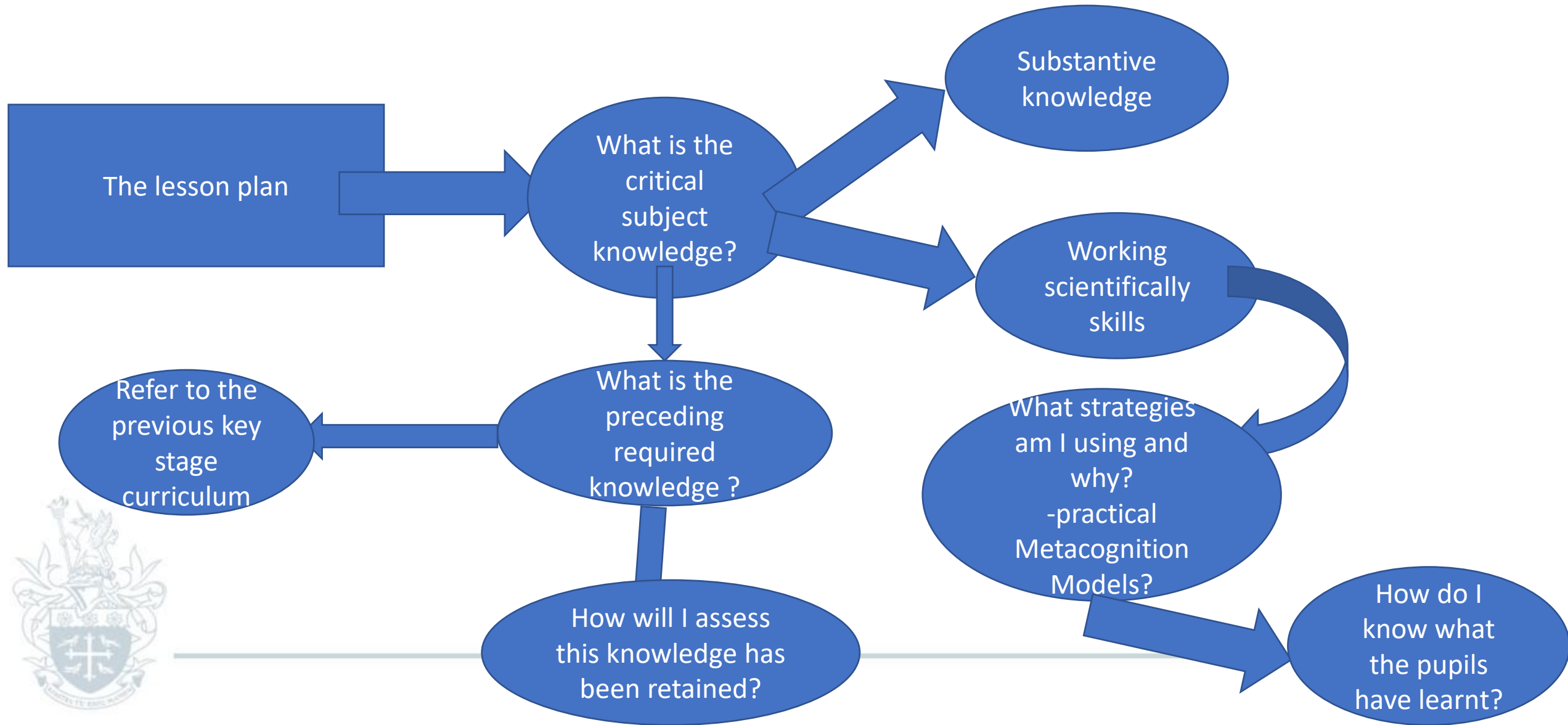
Donker, A. S., de Boer, H., Kostons, D., Dignath van Ewijk, C. C., & van der Werf, M. P. C. (2014) Effectiveness of learning strategy instruction on academic performance: A meta-analysis. *Educational Research Review*, 11, 1–26. <https://doi.org/10.1016/j.edurev.2013.11.002>.

# Metacognitive strategies - summary

- **Planning Strategies:** Involve analysing tasks, setting goals, and creating action plans before starting work. Examples include deciding what resources are needed and allocating time effectively for each component.
- **Monitoring/Control Strategies:** Focus on ongoing checks during the learning or task execution. Learners assess their understanding and adjust methods if they detect confusion or errors. Examples include self-questioning and checking progress against objectives.
- **Evaluation/Reflection Strategies:** Occur after task completion, where learners review their process and outcomes to inform future planning. Examples include evaluating the effectiveness of chosen strategies and reflecting on mistakes or successes.



# Constructing a mind map for lesson planning



# Task: Plan a lesson

## NEED SOME IDEAS?

Deans for Impact (2015). The science of learning.

Available at:

[https://deansforimpact.org/wpcontent/uploads/2016/12/The\\_Science\\_of\\_Learning.pdf](https://deansforimpact.org/wpcontent/uploads/2016/12/The_Science_of_Learning.pdf)

- Groups of 2-3
- Plan a lesson on 'Solids, liquids and gases'
- Key learning point: The particulate structure of solids, liquids and gases (KS3)
- Use the mind map to fill in pre-supposed learning, what the teacher does and what the student does
- Remember the 7 step metacognitive plan
- How long will each activity take?



# Peer review

## Peer-Assessment Starters

Use these sentence starters when you're assessing someone else's work:

WWW

### What went well:

The things you did well were...  
I feel you did well with...

You should be very proud of...  
The best part of your work is...



### Even better if:

To improve your work you need to...  
Please try to...

In future you need to...  
Next time you work on this topic you need to...



### Next step:

Your next step should be...  
You've done really well. Next time...

To make this even better you could...  
I'd like to see you try to...





# Reflection

How am I going to use the feedback I received to inform my lesson planning?

What strategic action will you take ahead of the next session on lesson planning for microteaching?



# References

\*Deans for Impact (2015) The Science of Learning [Online] Accessible from: <https://deansforimpact.org/resources/the-science-oflearning/>. [retrieved 10 October 2018].

Donker, A. S., de Boer, H., Kostons, D., Dignath van Ewijk, C. C., & van der Werf, M. P. C. (2014) Effectiveness of learning strategy instruction on academic performance: A meta-analysis. *Educational Research Review*, 11, 1–26. <https://doi.org/10.1016/j.edurev.2013.11.002>.

Education Endowment Foundation (2017) Metacognition and Self-regulated learning Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>

Education Endowment Foundation (2018) Improving Secondary Science Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/science-ks3-ks4>

